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ABSTRACT

"Women Break Through" is a series of radio programs intended to document the experiences of young minority women who had entered the nontraditional or male-dominated occupations. This report reviews the results of an evaluation of the program which focused on student interest, knowledge, and attitudes toward nontraditional occupations as well as teachers' reactions to the program. A career information survey form in both English and Spanish is appended. An analysis of pretest and posttest attitude scores by sex was conducted, and the responses of girls to occupations listed in both tests were examined. Although it was reported that teacher response to the program was favorable, the results of the survey were said to provide no conclusive evidence that the series increased girls' interest or knowledge of nontraditional occupations. It was further suggested that attitude scales in this instance may not have been sufficient measures of evaluation. (JCD)

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FINAL EVALUATION REPORT
Project Number: 0148-19501

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WOMEN BREAK THROUGH
1981-1982

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UD022068

A SUMMARY OF THE EVALUATION
FOR THE
1980-1981 WOMEN BREAK THROUGH PROGRAM

Under a Women's Educational Equity Act Program Grant, the Office of Library, Media and Telecommunications, a unit of the New York City Board of Education's Division of Curriculum and Instruction, produced a total of 13 fifteen-minute radio programs for students in grades five through ten. Broadcast on the unit's radio station, WNYE-FM, the programs, which were entitled WOMEN BREAK THROUGH, ran for 15 weeks at the beginning of the 1981 school year. Both English and Spanish versions of the series were produced.

The programs were produced from scripts based on the actual lives and experiences of young minority women who were exploring the world of work in non-traditional or male-dominated occupations. A Teacher's Guide was prepared and sent to guidance counselors and teachers who requested it. Furthermore, a teacher training program was prepared and broadcast on WNYE-FM.

The audience for this program was potentially all intermediate, junior high, and high school students in New York City. At the close of the school year, there was no way to determine the actual number of students who heard the programs. Given a limited evaluation budget, the evaluation was limited to teachers from six classes in schools who volunteered to participate in the program and the evaluation plan.

Teachers who participated in the evaluation gave the programs a positive review. In addition, seventeen guidance couselors and other school personnel contacted the station to request Teacher's Guides, thus expressing interest in the content of the series.

There was no evidence that the series increased minority girls' interest in the knowledge of non-traditional occupations. It may be that traditional measures of evaluation used for projects such as these, i.e., attitude scales, may not be sufficient to tap actual changes that may occur after students are exposed to such programs. However, it can be concluded that a program dealing with the entry of minority women into occupations previously not open to them is of interest to students, teachers, and guidance counselors.

WOMEN BREAK THROUGH has been broadcast by 93 public radio stations through the Intercollegiate Broadcasting System (IBS). Acceptance for distribution by IBS will guarantee that the series will reach a very broad audience outside of New York City. Positive response by IBS suggests favorable commentary on the quality of the series.

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I. PROGRAM DESCRIPTION

Under a Women's Educational Equity Act Program Grant, the Office of Library, Media and Telecommunications, a unit of the New York City Board of Education's Division of Curriculum and Instruction, produced a total of 13 fifteen-minute radio programs for students in grades five through ten. Broadcast on the unit's radio station, WNYE-FM, the programs ran for 15 weeks at the beginning of the 1981 school year. Both English and Spanish versions of the series were produced. The radio series, entitled WOMEN BREAK THROUGH, was broadcast eight times weekly, four times in English and four times in Spanish. These program were scheduled six times during school hours, and twice after school hours.

Eleven of the programs were produced from scripts based on the actual lives and experiences of young minority women who were exploring the world of work in non-traditional or male-dominated occupations. These women were entering fields which were previously unknown or difficult for women to enter. Nine of the 11 scripts were based on the experiences of girls participating in work-study programs while they were still in high school. Each of these scripts was completed after interviews with the student, and after visits to her school and place of employment. Two additional scripts were based on the experiences of minority women working in non-traditional occupations after finishing high school. All 11 scripts were written by professional writers. These dramatizations were produced in English and Spanish at the studio of WNYE-FM using English and Spanish speaking actors and some English and Spanish speaking high school students.

Two additional programs included a panel discussion and a teacher-training tape. The panel discussion involved three students whose lives had been dramatized. These students worked as a carpenter, a clerk in a hotel, and a printer. The teacher-training program consisted of: a) information about the content of the radio series and how it can be used; b) information about the work-study programs available to students in their last years of high school; c) non-tradional courses of study now open to young women; and d) information about the Teacher's Guide and how it can be used.

A Teacher's Guide was prepared and sent to guidance counselors and teachers who requested it. In the fall, guides will be sent to all junior high school guidance personnel. This guide includes: a) career information about non-traditional opportunities opening up for minority women today; b) information about courses of study open to women in non-traditional or male dominated areas; c) a summary of each radio script; and, d) research projects for students to carry out to learn more about courses of study and career opportunities.

A public relations campaign to publicize this Women's Equity in Education radio series was conducted. The WNYE Radio and Television Manual containing information about the contents and dates of broadcast for all the programs in the series was distributed to all the schools in the city. During the month of January, a special campaign was conducted which included a) sending posters to all intermediate, junior high school, and high schools in the city indicating content and times of broadcast for all the programs; b) promotions aired on WNYE-TV; and c) an article written for <u>The New York Teacher,</u> a newspaper sent to all teachers in the city schools.

II. EVALUATION OBJECTIVES

There are some constraints which are inherent in the evaluation of a media program such as WOMEN BREAK THROUGH. First, unlike a specific instructional program with a defined and captive target group, the audience for this series was, via the radio, potentially all intermediate, junior high, and high school students in New York City. At the close of the school year, however, there was no way to determine accurately the actual number of students who had heard programs from the series; nor is it feasible to obtain a precise indication of the average number of programs heard per class.

Further, with a limited evaluation budget, it was impossible to carry out an extensive investigation of the city's schools in order to recruit in advance a number of teachers who would volunteer to have their classes listen to the programs. Given these constraints, the evaluation was limited to teachers from six classes in four schools who volunteered to participate in the program and to have their classes join in the study.

The specific objectives of this evaluation are as follows:

1. To determine whether a 13-part radio program entitled WOMEN BREAK THROUGH was braodcast over WNYE-FM during the 1981 school year.

2. To determine whether a teacher-training program was produced and broadcast as one segment of the 13-part series. This segment would describe the content of the series being produced and broadcast.

3. To determine whether the program stimulated an increased student interest in and knowledge of non-traditional job opportunities. The study would attempt to assess the interest in and knowledge of such job opportunities which previously have been difficult for women to participate in.

4. To assess teacher's reactions to the radio program. It is anticipated that teachers will perceive the program to have a positive impact on students.

5. To determine whether WOMEN BREAK THROUGH has been broadcast by 70 public radio stations through the Intercollegiate Broadcasting System.

III. METHODS OF EVALUATION

EVALUATION OBJECTIVE 1

A review of the WNYE-FM broadcast schedule was used to indicate whether or not the series was broadcast eight times weekly as planned.

EVALUATION OBJECTIVE 2

A review of the WNYE-FM broadcast schedule was used to indicate whether or not the teacher-training program was prepared and broadcast.

EVALUATION OBJECTIVE 3

Subjects for the evaluation of objective 3 were obtained from six classes in four intermediate schools in Brooklyn. These classes were taught by teachers who volunteered to play four to six of the programs on audio-cassettes to their students. Each of these teachers was provided with a Teacher's Guide.

All of the classes were composed of predominantely minority group children. Two of the six classes were Spanish-English bilingual and listened to the tapes in Spanish. Ages of the students listening to the tapes ranged from ten to 13. There were 86 girls and 80 boys in the final sample.

A three-part instrument was constructed to assess this objective. Part one, developed with the project director, asks the student three open-ended questions related to career aspirations and expectations. Parts two and three, developed following discussions with the project director, were drawn from scales developed by the evaluator for use in earlier projects. Part

two consists of ten attitude items to be answered using a four-point scale. The items relate to women's participation in non-traditional occupations and activities, and to women's roles in general vis-á-vis men. Part three lists 20 occupations usually considered traditional for women, e.g., secretary, nurse, and work usually considered less traditional, e.g., mechanic, scientist. Students were asked to indicate whether they thought the occupation was "best for girls," "best for boys," or "good for both."

Copies of the instrument were provided in English and in Spanish. Copies of both instruments appear in the Appendix.

EVALUATION OBJECTIVE 4

A four-item teachers' questionnaire was constructed by the evaluator and given to the six teachers who agreed to play audio-cassettes of the series to their classes. This questionnaire was designed to determine if the Teacher's Guide was used, how the teachers and students rated the series, and how teachers felt the series contributed to girls' greater understanding of and interest in non-traditional occupations.

EVALUATION OBJECTIVE 5

Communication from the Intercollegiate Broadcasting System with the project director was used to indicate whether the series had been broadcast by 70 public radio stations throughout the United States.

IV. SUMMARY OF TEST RESULTS

EVALUATION OBJECTIVE 1

The WNYE-FM program schedule indicated that the series, WOMEN BREAK THROUGH, was broadcast eight times weekly during the second semester of the 1980-1981 school year.

EVALUATION OBJECTIVE 2

The WNYE-FM program schedule indicated that the teacher-training program was broadcast during the 1980-1981 school year.

EVALUATION OBJECTIVE 3

Career Expectations and Aspirations

Responses were analyzed for girls only. The occupations indicated in the responses were categorized by the evaluator into traditional and non-traditional occupations for women. Responses to all questions were analyzed using a t-test for matched samples.

1. If you could have any job you wanted when you finish your schooling, what kind of job would you want?

TABLE 1

Number of girls wanting traditional and non-traditional jobs by pre- and post-test (N=84)

	Traditional	Non-traditional
Pre-test	62	22
Post-test	66	18

There were no statistically significant differences between pre- and

post-test responses.

2. What kind of job do you think you will get when you finish your schooling?

TABLE 2

Number of girls indicating whether or not they will get a traditional or non-traditional job by pre- and post-test
(N=74)

	Traditional	Non-traditional
Pre-test	54	20
Post-test	58	16

There were no statistically significant differences between pre- and post-test responses.

3. Have you ever thought about working at a job that is not usuallly open to women?

TABLE 3

Number of girls who have thought about a non-traditional job by pre- and post-test
(N=82)

	Yes	No
Pre-test	38	44
Post-test	42	40

There were no statistically significant differences between pre- and post-test responses.

3a. If yes, do you think you will be able to get this kind of job?

TABLE 4

Number of girls who think they will get a non-traditional job by pre- and post-test (N=24)

	Yes	No
Pre-test	16	8
Post-test	20	4

There were no statistically significant differences between pre- and post-test responses.

Attitude Scores

Scores were analyzed by sex. A lower score represents more positive attitudes toward women in less traditional roles and occupations. Analysis was conducted using t-tests for correlated samples.

TABLE 5

Attitude scale scores for girls and boys by pre- and post-test

	Mean Pre	Mean Post
Girls (N=86)	20.72	20.75 (n.s.)
Boys (N=80)	21.22	17.50 (p=.05)

There was no statistically significant difference between pre- and post-test scores for girls. There was, however, a statistically significant

difference in the scores for boys, representing more positive attitudes toward women in less traditional roles and occupations at post-test.

Occupations

Scores were analyzed for girls only. In the table below, data are presented which show the percentage of girls who indicated (pre- and post-tests) that the occupation listed was "best for girls," "best for boys," or "good for both." Sample size was 80.

TABLE 6

Responses of girls to occupations listed at the pre- and post-test periods

	Best for Girls		Best for Boys		Good for Both	
	Pre %	Post %	Pre %	Post %	Pre %	Post %
Bank Executive	4	13	14	9	82	78
Nurse	96	96	4	0	0	4
Lawyer	7	13	41	35	52	52
Secretary	65	54	16	0	19	46
Doctor	4	0	57	57	39	43
Scientist	0	0	54	58	46	42
School Teacher	11	16	7	8	82	76
Cook	18	48	24	9	58	43
Magazine Editor	4	4	27	48	69	48
Printer	0	0	53	50	47	50
Carpenter	12	4	44	70	44	26
Receptionist	50	45	21	14	29	41
Engineer	0	5	76	77	24	18
Architect	0	0	63	61	37	39
Mechanic	5	4	30	57	65	39
Hotel Manager	4	18	36	23	60	59
Clerk	27	20	32	32	41	48
Accountant	32	17	28	29	40	54
Dentist	24	8	28	25	48	67

Jobs considered traditional for girls included: nurse, secretary, school teacher, cook, receptionist and clerk. Of these, pre- to post-test

changes in the expected direction could be observed only for secretary, receptionist, and clerk in that these occupations were more likely to be considered "good for both" at the post-test period. Jobs considered non-traditional for girls included: bank executive, lawyer, doctor, scientist, magazine editor, printer, carpenter, computer operator, engineer, architect, mechanic, hotel manager, accountant, and dentist. Of these, pre- to post-test changes in the expected direction could be observed for bank executive, lawyer, printer, computer operator, hotel manager, and dentist in that girls were more likely to indicate that these jobs were "good for both" at the post-test period. However, results opposite from what would be expected were found in responses to the following jobs: magazine editor, carpenter, and mechanic. The above results show no clear pattern, and in some cases were inconsistent. Therefore, no conclusions can be drawn concerning girls' responses on this section of the instrument.

EVALUATION OBJECTIVE 4

The six teachers who agreed to participate in the evaluation responded to a brief questionnaire after the project was completed. Their responses are given below.

1. Did you use the Teacher's Guide provided by the project?
   Yes 6 No 0
   If yes, did you find it
   5 Very useful
   1 Somewhat useful
   ___ Not very useful
   ___ Not useful at all

2. Overall, how would you rate WOMEN BREAK THROUGH?
   6 Excellent
   ___ Good
   ___ Fair
   ___ Poor

3. Overall, how do do you thing your students would rate the series?

5	Excellent
1	Good
	Fair
	Poor

4. To what extent do you think these stories will help girls to become more interested in non-traditional occupations?

5	Very helpful
1	Somewhat helpful
	Not very helpful
	Not helpful at all

An additional measure of teacher response to the program could be obtained from the number of requests for Teacher's Guides received by the project director. A total of 17 requests were received, representing elementary through high school guidance counselors and project directors. Further, the Bureau of Educational and Vocational Guidance has requested that Teacher's Guides be sent to all junior high school guidance counselors in the fall.

Evaluation Objective 5:

Acceptance of WOMEN BREAK THROUGH by the Intercollegiate Broadcasting System (IBS) is indicated by the following excerpt from a letter sent to the project director from the vice president of programs for IBS:

> Once again, as the academic year draws to a close, I'd like to express my thanks to you and your staff for your marvelous cooperation in the WOMEN BREAK THROUGH: STUDENTS AT WORK series. These are really fine programs and I've received many fine verbal comments on the broadcasts from several of the 93 subscribing stations. If permissible, I would like to add WOMEN BREAK THROUGH: STUDENTS AT WORK to our 1981/1982 program catalog.

V. DISCUSSION OF RESULTS

The following evaluation results were found to be consistent with the expected outcomes of the project, WOMEN BREAK THROUGH.

EVALUATION OBJECTIVE 1

All thirteen programs were produced in both English and Spanish and were aired eight times weekly by WNYE-FM.

EVALUATION OBJECTIVE 2

A teacher-training program was prepared and broadcast by WNYE-FM.

EVALUATION OBJECTIVE 3

The survey produced no conclusive evidence that the series increased girls' interest in the knowledge of non-traditional occupations.* It is possible that the instrument used was not sufficiently sensitive to detect change occurring after listening to the audio-tapes.

The inconclusiveness of the findings also may relate to the fact that none of the students surveyed listened to all of the programs, and that some of the students heard more of the programs than others did. Finally, it may be that considerable time needs to be spent with students on this material in order to effect any change in attitude.

EVALUATION OBJECTIVE 4

Teachers who participated in the evaluation reviewed the programs favorably. In addition, seventeen guidance counselors and other school personnel contacted the station to request Teacher's Guide, thus expressing

*However, it is of interest to note that after listening to the tapes, boys expressed more positive attitudes toward women in non-traditional roles.

interest in the content of the series.

EVALUATION OBJECTIVE 5

WOMEN BREAK THROUGH has been broadcast by 93 public radio stations through the Intercollegiate Broadcasting System (IBS). Acceptance for distribution by IBS will guarantee that the series will reach a very broad audience outside of New York City. Positive response by IBS suggests favorable commentary on the quality of the series.

VI. CONCLUSIONS AND RECOMMENDATIONS

Within the limits of this evaluation as noted above, it can be concluded that a program dealing with the entry of minority women into occupations previously not open to them is of interest to students, teachers and guidance counselors.

It may be, however, that traditional measures of evaluation used for projects such as these (i.e., attitude scales) may not be sufficient to tap actual changes that may occur after students are exposed to such programs. It is suggested that a more structured setting be provided, e.g., a course of study in which the tapes would be an integral part, so that the true impact of the material on students can be ascertained.

APPENDIX

CAREER INFORMATION SURVEY

Name _____

Age _____

School _____

Sex: Female _____ Male _____

1. If you could have any job you wanted when you finish your schooling, what kind of job would you want?

2. What kind of job do you think you will get when you finish your schooling?

3. (Answer if you are female.) Have you ever thought about working at a job that is not usually open to women?

   Yes _____ No _____

   (If you answered "Yes")

   What job?

   Do you think you will be able to get this kind of job?

4. If you are working now, what kind of work do you do?

The statements below give a number of different opinions about work for women and men. You may think that some of the opinions are right and some are wrong. For each statement, show what your opinion is by using the following numbers:

1 = I disagree strongly
2 = I disagree slightly
3 = I agree slightly
4 = I agree strongly

For example, if you agree very strongly with a statement, put a 4 on the short line in front of the statement. If you disagree slightly with a statement, put a 2 on the short line.

--------- 1. It's much more important for a girl than for a boy to pick the kind of job that will give her enough time to be a good parent.

--------- 2. Women shouldn't expect to be able to make it in "a man's world."

--------- 3. If there aren't a lot of jobs available, it's not really fair for women to compete with men for the same work.

--------- 4. Since jobs like police officer, army lieutenant or airline pilot require calm behavior during a crisis, it's better to give these jobs to men than women.

--------- 5. A woman who works full-time in a responsible job can still be a good wife and mother.

--------- 6. It's a waste of time to try for a job if you don't think you have much chance of getting it.

--------- 7. There is almost no job that a woman can't do as well as a man.

--------- 8. Since men usually make more money than women, it's more important for a boy than a girl to get good career guidance.

--------- 9. When both wife and husband are working full-time, they should take equal responsibility for cooking and housework.

---------10. If they wish to, it is a good idea for girls to attend classes such as woodworking and mechanics and for boys to attend classes in cooking and sewing.

Many of us have ideas as to what are the best kinds of jobs for girls and for boys. For each of the jobs listed below, check if you think the job is best for girls, best for boys, or good for both sexes. Be sure to check only one column for each job.

	Best For Girls	Best For Boys	Good For Both
Bank Executive			
Nurse			
Lawyer			
Secretary			
Doctor			
Scientist			
School Teacher			
Cook			
Magazine Editor			
Printer			
Carpenter			
Receptionist			
Computer Operator			
Engineer			
Architect			
Mechanic			
Hotel Manager			
Clerk			
Accountant			
Dentist			

ENCUESTA INFORMATIVA SOBRE DIVERSAS PROFESIONES

Nombre ----------

Edad ----------

Escuala ----------

Sexo: Femenino ---------- Masculino ----------

1. Si pudieras obtener el trabajo que tú quieres cuando te gradues de escuela Superior ¿Qué trabajo escogerias?

2. ¿Qué clase de trabajo crees que obtendrás cuando termines tu escuela?

3. (Esta pregunta es sólo para las muchachas) ¿Has pensado alguna vez en trabajar en un empleo usualmente disponible sólo para hombres?

   Si---------- No----------

   (Si tu contestación es "Si")

   Crees que podras obtener esta clase de trabajo?

4. Si estás trabajando actualmente, ¿Qué clase de trabajo haces?

Las siguientes oraciones dan diferentes opiniones sobre trabajos para hombres y mujeres. Tal vez tú pienses que estas opiniones son correctas o incorrectas. En cada oración muestra tu opinion utilizando los siguientes numeros.

1. Estoy completamente en desacuerdo.
2. Estoy un poco en desacuerdo.
3. Estoy un poco de a cuerdo.
4. Estoy completamente de acuerdo.

Por ejemplo, - Si tú estás en completo acuerdo con una oración, escribe el numero 4 en el espacio asignado al frente de esta. Si estas un poco en desacuerdo, escribes el número 2.

----- 1. Es mucho más importante para una muchacha que para un muchacho escoger un trabajo que le provea el tiempo suficiente para ser una buena madre.

----- 2. Las mujeres no deben esperar tener las mismas oportunidades que los hombres.

----- 3. Si no hay empleos disponibles, no es justo que las mujeres compitan con los hombres por los mismos trabajos.

----- 4. Ya que los trabajos come de policía, de teniente del ejército y de pilotos requieren un comportamiento controlado durante una crisis, es mejor darles estos empleos a los hombres y no a las mujeres.

----- 5. Una mujer que trabaja durante todo el día en un empleo responsable, puede ser aun una buena esposa y buena madre.

----- 6. Es una pérdida de tiempo tratar de conseguir un empleo si crees que no tienes mucha oportunidad de obtenerlo.

----- 7. A penas existen trabajos que las mujeres no puedan hacerlos tan bien como los hombres.

----- 8. Ya que los hombres usualmente ganan más dinero que las mujeres, es mas importante para un muchacho que para una muchacha obtener consejos en cuanto a cómo obtener una buena carrera.

----- 9. Cuando el esposo y la esposa trabajan todo el día, ellos deben de tener las mismas responsabilidades en cuanto a los trabajos de la casa.

---- 10. Si ellos asi lo desean, es una buena idea para las niñas asistir a clases de mecanica y de carpintería y para los ninos asistir a clases de cocina y de costura.

Muchos de nosotros tenemos ideas sobre qué trabajos son mejores para las muchachas y para los muchachos. Por cada trabajo mencionado abajo, indica que trabajos tu crees que son mejores para las ninas, para los niños o para ambos.

	Mejor Para Niñas	Mejor Para Niños	Bueno Para Ambos
Ejecutivo de Banco			
Enfermera			
Abogado			
Secretaria			
Doctor			
Cientifico			
Maestro			
Cocinero			
Editor de Revista			
Impresor			
Carpintero			
Recepcionista			
Operator de Computadora			
Ingeniero			
Arquitecto			
Mecanico			
Gerente de Hotel			
Oficinista			
Contable			
Dentista			